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AUTHOR Joiner, Lee M.
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ABSTRACT

Evaluated was a program utilizing aides to assist in the instruction of 40 trainable mentally retarded children in the areas of self help skills, arts and crafts, motor development, and language development. Evaluation was by an external observer for the purpose of providing program planning information. Approximately 70 questions were formulated to reflect major dimensions of the project (physical facilities, diagnosis, student performance, curriculum, materials, parents, performance of aide and teacher, and supervision) and to minimize value judgments. Examples of questions were whether adequate space was available for the program and whether a standard curriculum guide was used. Recommendations included the improvement of toilet facilities, the implementation of a behavior modification program, more systematic intake and diagnostic procedures, the use of standard curriculum guides, improved use of instructional materials, the forming of a parents' group, and monthly evaluation of aide performance. Appended is a listing of approximately 60 instructional materials with company addresses. (DB)

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EVALUATION REPORT:

Training and Utilizing Teaching Aides for Trainable Mentally Retarded Children

Orleans Parish School Board
703 Carondelet Street
New Orleans, Louisiana 70130

Evaluator:

Lee M. Joiner, Ph.D.
Teaching and Learning Research Corporation
91-31 Queens Boulevard
Queens, New York 11373

EC 052 162

INTRODUCTION

Due to a scarcity of funds for special programs addressed to low incidence handicapped populations, it is frequently necessary for school systems to design services which are innovative, effective, and at the same time minimize per-pupil expenditures. With these considerations in mind, the Orleans Parish Special Education Division designed a program called "Training and Utilizing Teaching Aides for Trainable Mentally Retarded Children" and application for funding was made under Title VI-B of the Elementary and Secondary Education Act of 1965. Subsequently, this program was funded and commenced operation in the middle of the 1971-72 school year.

Programs which are funded under this act usually require some external evaluation, the purpose of this being to provide project supervisors with information and recommendations which are less subject to bias than might be the case if evaluation were to be entirely internal. The problem to which this study is directed is designing a set of questions which will provide evidence as to the adequacy of the current operation and to use data thus acquired to formulate a set of recommendations for further operations.

PROGRAM DESCRIPTION

In order to provide appropriate learning tasks for 40 trainable, mentally retarded children (TMR) who reside in the Orleans Parish School district, and to train para-professionals to conduct activities in various curriculum areas the program was organized as follows. First, a fully certified teacher of the mentally retarded acts as director and coordinator of the program *in situ*. This teacher is directly responsible to a supervisor of programs for the mentally retarded who in turn is responsible to the Director of Special Education. Responsibilities of the teacher include specifying learning tasks to be used by the aides in their direct instruction; recording behavioral change of the students; and providing guidance and help to the aides. Having attended one week of pre-training consisting of workshops and lectures at various educational institutions in the area, the teacher aides assumed responsibility for working with the children in the following curriculum areas: self-help skills, arts and crafts, motor development, and language development. Each of these areas represent program blocks through which groups of children are rotated daily.

A public elementary school, with an enrollment of approximately 200 served as the site for the program. Access was provided to three separate rooms, all on the same floor and at the same end of the building, each of the rooms being specifically allocated for use in one of the curriculum areas.

According to the original proposal, by dividing the children into

small groups of N=10, each according to performance ability, the staff should be able to work more efficiently with individual children. A group was to spend a block of time in each of the four curriculum areas. At the end of the time block the group was to be rotated to another component.

At should be stressed that this represents the format for the program as articulated in the original proposal. One of the objectives of an evaluation is to determine to what degree program operating procedures are compatible with the original design.

TYPES OF EVALUATION

In an educational evaluation study, as distinguished from an educational research study in which the objective is to add to our knowledge of the practices and methods of education, the major emphasis is to provide a basis for making decisions about alternatives and to deal with questions of utility (Hemphill, 1969). The evaluation itself does not necessarily determine the correct alternative but rather provides the framework from which the administrator, teacher, or program developer makes his final selection. The evaluation indicates the varying degrees of usefulness of alternatives in terms of the question "Does program Y work?"

Characteristic of evaluation studies are the value judgements made by decision makers in determining the selection and definition of the problems as well as in the devlopment and implementation of procedures. "Data to be collected are heavily influence if not determined by feasibility" (Hemphill, 1969). Furthermore, the study is usually unique to a particular situation and cannot, therefore, be replicated in its exact form. Most important, however, is the fact that the evaluation study, "can become a process of acquiring further information that can be used by the decision maker as a transitional modifier of his present information" (Hemphill, 1969).

As distinguiable as the research study is from the evaluative study, so the types and evaluation differ from one another.

Internal evaluation, usually used when school programs are relatively stable involve: 1) the selection objectives both in regard to process and final outcomes; 2) the selection of processes to bring about these outcomes; 3) a description of the outcomes; 4) a comparison of the outcomes to the objectives; and 5) if outcomes and objectives differ, the selection of alternative processes (Brickell, 1969).

An external evaluation, which is used in this study, is particularly appropriate in situations where change and instability occur. It has been recommended that this type of evaulation be used in developing programs

where present ones prove to be inadequate due to major changes be they technical, political, social, or financial.

Summative evaluation, as the term implies, is used to "sum up" the effectiveness of a program, a method, or a material. They are directed toward a general assessment of the degree to which the larger outcomes have been attained (Bloom, et al, 1971). In contrast, formative evaluation is used during the developmental stage of a program. In this type of evaluation systematic procedures provide the basis for decisions regarding the components of a new program during the process of development (Flanagan, 1969).

A final distinction useful to this study is the interim evaluation. There the concern is with the authenticity of a program, whether or not the program has been suitably adapted to the new situation and whether or not the program can function over a considerable period of time given the organization and resources which are existant.

The type of evaluation employed here could be termed "external-formative-interim". It does not necessarily follow that because evaluations of this type are not based upon quantitative data they need to be impressionistic or informal. A specific set of observations and questions can be designed which provide a formal structure for conducting the evaluation.

SCHOOL PROGRAM FOR TMR CHILDREN

A great deal is known regarding the type of schooling that is appropriate for trainable children and common faults that have been noted in previous professional evaluations at other sites. According to one TMR curriculum guide, the purpose of a training program is to provide the children with opportunities which will teach them to take care of their personal needs, to communicate their thoughts to others, to control their behavior in simple social situations, and to become economically and domestically effective in performing routine tasks (State of North Carolina, 1962). An approach such as this is representative of the major line of thought among contemporary American educators. Implementing this requires a learning environment based on an understanding of individual differences and a knowledge of the implications of these differences.

Another trend in thinking places emphasis upon providing children with a great variety of experiences which will condition their responses without necessarily involving the accumulation of a great deal of academic knowledge. This does not preclude academic instruction because it is recognized that many TMR children can profit from simple academic instruction but such work is presented only when the need for it is demonstrated (State of Iowa, 1968).

TMR program deficiencies are commonly a matter of the apportionment of emphasis. That is to say one program may place too much emphasis on academic skills to the exclusion of sufficient effort in the area of social skills. Another may have limited diagnostic and intake procedures but a well developed home-school liason program.

Regardless of the emphasis that may characterize a particular program, there is general agreement among educators that the following areas deserve consideration regardless of the educational philosophy of the local district: 1) physical facilities for the program; 2) diagnosis and intake procedures; 3) student performance; 4) curriculum 5) instructional materials; 6) home-school relations; 7) in-serivce training of personnel; and 8) instructional supervision (State of Illinois, 1955; State of Nebraska, 1966; State of Oklahoma, 1960; State of Iowa, 1968; State of North Carolina, 1962).

USING TEACHER AIDES--AN OVERVIEW

Early in the 1930's the use of paraprofessionals in the form of teacher aides was introduced into American public education. But it was not until the middle of the 1960's that teacher aides were re-introduced on a large scale (Harris, 1971).

Although there are several reasons for the use of paraprofessionals in education, the one most frequently cited is that teachers need help in the management of routines which frees them to devote more time to planning and individual instruction (Friedman, 1969). An additional complaint frequently expressed by teachers is that too much of their time is absorbed by non-instructional activities such as as clerical work. In low income, disadvantaged areas where schools have been overcrowded and the need for intensive remedial instruction is great it has been found that federally subsidized teacher aide programs are an effective means for improving the quality of educational services (Bowman, 1970; Friedman, 1969).

Teacher aide programs also became popularized in middle and upper income areas and it has been noted that in both Florida and California student performance was improved as a result. Riesman and Gartner (1969) found that gains in reading and number readiness among kindergarten children aided by paraprofessionals were 50% greater than those of children of comparable age working without benefit of teacher aides.

At present, teacher aides are not confined to any particular level, being employed in regular and special classes as well as at primary and secondary levels. Extensive use of teacher aides has not been made in special education, however (Cruickshank, 1969). This is probably

attributable to the fact that educators feel that more intensive special training is required in order for a teacher aide to be able to work effectively with the handicapped.

Typically, the teacher aide's function has been to relieve the teacher of responsibility for time consuming tasks which do not demand the exercise of her professional skills. But a second important function is to provide additional role models for children. Some concern however, has been expressed that the impact of these role models may be negative (Academy for Educational Development, 1967).

One Florida program involved using trained paraprofessionals to teach mothers of "disadvantaged" pre-school children to provide exercises for their children designed to promote intellectual, physical, and social growth (Riessman, and Bartner, 1969; Brievogel, et al., 1970). In a high school, seniors acted as recreation supervisors for younger students (Bowman, 1970). And the New York City public schools have made use of both adult and student paraprofessionals in a variety of contents (Teaching and Learning Research Corp., 1970).

Usually training programs for teacher aides consist of lectures and workshops in some combination of the following: child development; schools as social institutions; school-community relations; teaching techniques; communication and language skills; and career development (Bowman, 1969). One approach centers training around the types of children with whom the aides would be working, anticipated management problems, and understanding individual differences. In another program emphasis is given to group interaction involving teachers and aides. Discussions of planning, classroom occurrences and the resolution of any conflicts that might exist have also been stressed (Bowman, 1969; Cruickshank, 1969). The training of special education techniques associated with specific jobs provides the basis for another program (Harris, 1971).

In general, it can be safely asserted that results stemming from the use of teacher aides have been favorable. Besides freeing the teacher from minor administrative duties thus allowing for a potentially greater proportion of teaching time, one program demonstrated that selecting the paraprofessional from the local neighborhood helped the child from a "disadvantaged" background adjust to the unfamiliar "world of the school." This staff member provided a realistic role model and a means for interpreting the school's educational goals to the community and the community's needs and concerns to the school (Bowman, 1969; Brievogel, et al., 1970).

A final consideration pertaining to the training of teacher aides is that the employment experience may be constructed so as to serve as an intermediate step toward the ultimate goal of full teacher certification.

METHOD

The project site was visited by an external evaluator in March, 1972 (see Appendix A for Vita). At that time the project had been in operation for approximately two months. During the initial visit interviews were conducted with the teacher, teacher aides (3), area supervisor, and director of special education for the school district.

On the basis of material and plans contained in the original program proposal, and observations made during the project site visit, a set of questions was drawn up which reflected major dimensions of the project. These also reflected the judgement of the external evaluation as to what would be important program components in any educational project involving the trainable mentally retarded. Also, each question was designed to yield information which was relatively concrete and free of value judgement. The following questions were formulated:

A. Physical Facilities

1. Is adequate space available for the project? How many square feet of instructional space are available per pupil?

2. Are adequate storage facilities provided? Are materials stored in an orderly fashion?

3. Are convenient toilet facilities available for children who have had incomplete toilet training?

4. Is transportation scheduled in such a way as to result in regular and orderly entrance and departure?

5. Are housekeeping procedures used which involve the children as active participants?

6. Are the rooms attractive in appearance?

7. Are instructional displays apparent? Are they located at a height compatible with the size of the children?

8. Are common warning signs and words from the basic functional word list displayed in the classroom? Are children systematically exposed to these each day?

9. Are provisions made for the storage of personal belongings of students?

10. Are the rooms clean and orderly?

B. Diagnosis and In-take

1. Are a set of written, formal policies available which describe screening and in-take procedures?

2. Are a set of written-formal policies available which describe review of questionable placements?

3. What information is contained in the student folder when the student arrives at the program site?

4. What information is contained in the student folders at year's end?

5. What proportion of student folders show incomplete data at year's end?

6. What diagnostic information is available on each child?

7. What formal observations are made to assess the performance level of the students in the three major target areas of the program?

8. Is the student population too heterogeneous?

9. Are treatment recommendations made by psychological examiners?

C. Student Performance

1. Are instructional objectives formulated in behavioral terms?

2. Is baseline data available on student performance in the major target areas?

3. What kinds of reinforcements are used in the training of children?

4. Is behavior modification being used? With whom?

5. Are case conferences regularly held? When? Are decisions written down?

6. Is the performance of each aide regularly evaluated by the teacher?

D. Curriculum

1. Is a standard curriculum guide for trainable children used?

2. Are activities structured or directed toward a specific experience or concept?

3. Is a sequential program such as Frostig-Cratty used in the development of perceptual-motor skills?

4. Is a sequential program such as the Peabody or DISTAR used in language training?

5. How many field trips are conducted? To where? For what purpose?

6. What specific self-help skills are taught?

7. Are long term plans available (six months)?

8. Are lesson plans submitted? To whom?

9. What community resources are used in the program?

10. Is a daily schedule of activities available?

11. Is a standard reporting procedure of some type used for keeping parents aware of progress?

12. Are any grouping procedures used? On what objective basis are children grouped?

13. What kind of evidence is used for assigning students to groups?

14. How does the academic component of the program differ from conventional primary level instruction?

15. Does the program reflect the proposal?

E. Materials

1. What materials are used in the program? Is the use of concrete materials maximixed?

2. What audio-visual aids are used? For what purpose?

3. Have materials that have been ordered arrived without undue delay?

4. Can teachers order materials during the school year? How much money is allocated for this?

5. Are materials adequately stored and maintained?

6. Are material inventories taken at the end of the school year?

7. Are teacher-made materials evident in the room?

8. Is the classroom furniture appropriate for the group?

F. Parents

1. Has the program been explained to each parent?

2. Is there a parent group?

3. Has the home of each parent been visited by someone from the school?

4. What opportunity do parents have for sharing in the formulation of program objectives?

5. Are parents aware of specific objectives for their children?

6. Are parents told how to help their children overcome specific problems?

G. Training and Performance of Aide and Teacher

1. Does the teacher outline the educational tasks that will be used by aides?

2. Does the teacher formulate and adhere to a daily schedule?

3. Does the teacher work with the teaching aides to help improve instruction?

4. Have the aides visited and observed programs at other centers?

5. Is there any form of in-service training available to the aides?

6. Is the performance of the aides regularly evaluated? Are they given feedback on their performance?

H. Supervision

1. What reports are required of teachers?

2. How frequently is the project visited? By whom?

3. Does the teacher know to whom she is directly responsible?

4. Has the teacher ever requested the aid of a supervisor? For what purpose? How frequently?

5. What is the role of the building principal in the supervision of the special project?

6. Are formal suggestions (in writing) made by supervisory staff?

7. Do supervisors provide demonstration teaching? Do they aid in planning curriculum?

After these questions were formulated, a meeting was held with each of the project personnel and responsibility for the collection of data pertaining to each of the questions was assigned. It was agreed that a final visit would be made to the project near the end of the school year.

In late May, 1972 the final visitation was conducted. On site observations were made and interviews with the staff members referred to earlier were held.

RESULTS

In this section answers to the questions posed regarding the project are answered without elaboration. Suggestions and recommendations have been formulated relevant to certain suggestions and are contained in the final section of the report.

PHYSICAL FACILITIES

1. Is adequate space available for the project? How many square feet of instructional space are available per pupil?

   Three rooms in close proximity to one another were available for the project. At the close of approximately five months of operation 30 TMR students were enrolled in the program. The entire area available for instructional use included 1,500 square feet of about 50 square feet per pupil; more than sufficient. It is anticipated that next year's enrollment will reach 40, the number projected in the original proposal. Given this level of enrollment, the space would still be considered sufficient.

2. Are adequate storage facilities provided? Are materials stored in an orderly fashion?

   Yes. Cabinets with shelves, lockers and a large storage room are provided.

   A lack of order and organization in the storage of supplies and materials was noted, however. The organization of materials did not give the appearance of having been carefully planned.

3. Are convenient toilet facilities available for children who have had incomplete toilet training?

   No. In the morning 30 children have access to the teacher's lavatory which contains one sink and two stalls. In the afternoon they use the kindergarten lavatory which is the same size but in a different location. At the present time all children enrolled in the program are toilet trained. But this is likely not to be true

next year.

4. Is transportation scheduled in such a way as to result in regular and orderly entrance and departure?

   Yes. Nearly all students travel to the site on school buses. Other means of transportation are involved in a few cases; either the child is brought by a parent or the welfare department pays for the service of a private car to provide transportation. Bus drivers who arrive early are required to wait in the bus with the children until 9:15 A.M. when they are picked up by the teacher. If the parents arrive early they are required to supervise their children until that time. All children leave at 2:00 P.M.

5. Are housekeeping procedures used which involve the children as active participants?

   No. Although the teacher and the aides indicated that children were involved in housekeeping chores there was no evidence that this was done on an organized basis. There was no listing of classroom chores, student assignments, nor evidence of step-wise procedures to be followed in the conduct of the various jobs.

6. Are the rooms attractive in appearance?

   No. In general the rooms appeared barren. Attractive instructional displays were not seen. Natural materials or other objects taken from the real world were not to be seen. The smaller room, used for language instruction, is cluttered and void of pictures and objects which could stimulate discussion.

7. Are instructional displays apparent? Are they located at a height compatible with the size of the children?

   Very few instructional displays were noted in the rooms. Those that were apparent were located at a height unsuitable for the children. There appeared to be some lack of understanding of exactly what constitutes an instructional display. Although the staff was informed that this would be observed, they were apparently unable to follow through.

8. Are common warning signs and words from the basic functional word list displayed in the classroom? Are the children systematically exposed to these each day?

   Functional words such as "WALK", "STOP", "EXIT", "ENTER", "RAILROAD",

were visibly displayed. More could be done in this area and the question remains as to whether or not children are systematically exposed to these words each day.

9. Are provisions made for the storage of personal belongings of students?

   Yes, lockers were available for this purpose.

10. Are the rooms clean and orderly?

    The rooms were clean but disorderly.

DIAGNOSIS AND INTAKE

1. Are a set of written, formal policies available which describe screening and in-take procedures?

   At the inception of the program little information was contained in the children's folders. An effort is now being made to provide current evaluations of"general" intelligence. Local university personnel are involved in the assessment.

2. Are a set of written-formal policies available which describe review of questionable placement?

   No formal statements pertaining to in-take were available.

3. What information is contained in the student folder when the student arrives at the program site?

   The folders contained no information other than the registration sheet which was filled out by the adult registering the child and the admission letter.

4. What information is contained in the student folder at year's end?

   Denver Developmental Scale results (teacher administered).

   A series of evaluative check-lists pertaining to the development of each child (compiled by the teacher and aides).

A short "personality" report produced by the teacher for each child.

A list of two or three immediate goals relating to the development of each child.

(Updated psychologicals are now being compiled for each child)

5. What proportion of student folders show incomplete data at year's end?

Only 10 percent of the student folders contained all of the items referred to in the above list.

6. What diagnostic information is available on each child?

No formal diagnostic testing was included in the program. Informal check-lists which have some diagnostic value were noted for each of the three curriculum areas (see #7).

7. What formal observations are made to assess the performance level of the student in the three major target areas of the program?

A language evaluation chart (Valett), body image check-list, four-week language evaluation, and a task specification chart were used as a basis for observation. Nothing relating to motor skills was disclosed and the "self-help" component was open-ended (i.e. no check-list was used nor observations specified).

8. Is the student population too heterogeneous?

The teacher divided the children into three groups and expressed the view that there were no misfits. Groups were not organized on the basis of formal observations, however, and the teacher stated that children were grouped on the basis of their "ability to understand" and their social maturity.

9. Are treatment recommendations made by psychological examiners?

Psychological examiners from LSU were working with the children at the end of the school year. Recommendations are primarily concerned with class placement. It is anticipated that treatment (educational) recommendations will be made.

STUDENT PERFORMANCE

1. Are instructional objectives formulated in behavioral terms?

   Although some materials relating to student performance (check-lists, etc.) were noted as per the previous section, evidence of what would be termed "instructional" objectives was sparse. Behavioral assessment, behavior modification, and related educational techniques appear not to be fully understood by the staff.

2. Is baseline data available on student performance in the three major target areas?

   No. The above comments also apply to this question.

3. What kinds of reinforcements are used in the training of the children?

   Charts, stars, prizes, candy, and praise are used as reinforcers. However, the staff is not trained in the use of behavior modification techniques and therefore the reinforcement schedules that are being used may not be optimal.

4. Is behavior modification being used? With whom?

   No systematic behavior modification program is being used.

5. Are case conferences regularly held? When? Are decisions written down?

   Regular conferences were reported to have been held daily since the opening of the program. On three occasions conferences have been held at the project site with the area (MR) supervisor. Notes covering the substance of any of these conferences were not kept.

6. Is the performance of each aide regularly evaluated by the teacher?

   The aides were evaluated by the teacher in the following areas: attendance, cooperation, organization of time and materials, teaching skill, student-aide relationships, teaching personality, student evaluation and record-keeping. Three such evaluations had been conducted. However, there was a lack of awareness on the part of the aides that such evaluations existed and they were thus unable to reorganize their conduct so as to improve performance.

CURRICULUM

1. Is a standard curriculum guide for trainable children used?

   No standard guide is being used.

2. Are activities structured or directed toward a specific experience or concept?

   This was impossible to evaluate because formal classroom observations were not made.

3. Is a sequential program such as Frostig-Cratty used in the development of perceptual-motor skills?

   No. Perceptual-motor activities are developed by the project staff.

4. Is a sequential program such as Peabody or DISTAR used in language training?

   Only the Peabody Language Development Kit-Level 1 is used.

5. How many field trips are conducted? To where? For what purpose?

   Two group trips to the City Park and Audobon Park were taken. The children rode a train, saw a donkey, and had a picnic lunch.

6. What specific self-help skills are taught?

   A listing of specific skills was not available.

7. Are long term plans available?

   No. According to the teacher, the program was initiated late in the year and therefore it was impossible to discover the needs of the children and organize a long term plan to meet them.

8. Are lesson plans submitted? To whom?

   No lesson plans are submitted.

9. Specify the community resources that are used in the program?

   Toys from Goodwill have been obtained.

   The mailman and policeman were able to make visits to the class.

   Walks to the street light and local store have been taken.

   Trips to the zoo and one of the parks have been taken.

10. Is a daily schedule of activities available?

    Yes.

9:15	Arrival
9:15-9:35	Free play outside
9:35-10:10	Morning exercises
10:10-11:00	Group I--Language Development
	Group II--Self-Help
	Group III--Motor Skills
11:00-11:10	All outside
11:10	Wash up for lunch
11:15	Eat
11:45-12:55	Group I--Motor Skills
	Group II--Language Development
	Group III--Self-Help
1:00-1:40	Group I--Self-Help
	Group II--Motor Skills
	Group III-Language Development
1:40-2:00	Snack and outside play
2:00	Leave to go home

11. Is a standard reporting procedure of some type used for keeping parents aware of progress?

    No parental reporting system is now being used. Although the teacher feels there should be such a system, she feels uncertain as to exactly how to formulate one.

12. Are any grouping procedures used? On what objective basis are children grouped?

    Three groups were organized through informal appraisal of the child's language, social and mental abilities.

13. What kind of evidence is used for assigning students to groups?

Teacher judgements as to how much the child "seems to understand", how well he can take care of himself, and his language ability.

14. How does the academic component of the program differ from conventional primary level instruction?

There is greater emphasis on self-help skills, motor development and social adjustment than would be found in a conventional primary level program. Academically, the children are taught name writing, numbers colors, phone numbers, shapes, days of the week, addresses and simple communication skills.

15. Does the program reflect the proposal?

The major deviation from the program proposal is the absence of Arts and Crafts as a separate component and an N of fewer than the projected 40.

MATERIAL

1. What materials are used in the program? Is the use of concrete materials maximized?

Peabody Level 1 and teacher made materials were available. Mats for rest and physical activities were provided. Also pencils, paper and other conventional school supplies were available to the teacher. Few concrete materials of an instructional nature were evident.

2. What audio-visual aids are used? For what purpose?

A film strip projector was available but the film had not yet arrived. An overhead projector is used to show signs, shapes, letters, and numbers. A tape recorder is used to aid the children in introducing themselves to one another. Audio-Flash Cards with danger signs, numbers, and letters are also used. A record player is available.

3. Have materials that have been ordered arrived without undue delay?

No. As a result the teacher and aides have had to rely on teacher made materials more than would be considered desirable.

4. Can teachers order materials during the school year?

How much money is allocated for this? Yes, there is over $2000 available for the teacher to spend on materials. She forwards her order

to the area (MR) supervisor.

5. Are materials adequately stored and maintained?

   The materials are stored in a very haphazard way which would seem to cause a rather pressing maintenance problem.

6. Are inventories taken at the end of the year?

   This had not yet been done but plans to do so were being formulated.

7. Are teacher made materials evident in the room?

   Yes, to some degree. There are two bulletin boards.

8. Is the classroom furniture appropriate for the group?

   The conventional classroom furniture is appropriate but no supplementary furniture typically used in TMR programs was evident.

PARENTS

1. Has the program been explained to each parent?

   Yes. At the beginning of the school year the principal held a group conference with parents. Since then the teacher has visited thirteen of twenty-four homes explaining the program goals.

2. Is there a parent group?

   No.

3. Has the home of each parent been visited by someone from the school?

   Thirteen out of twenty-four homes have been visited by the teacher.

4. What opportunity do parents have for sharing in the formulation of program objectives?

   The parents are aware of the program objectives but in general have little to do with the formation of them.

5. Are parents aware of specifice objectives for their children?

   The main objective of the home visits as well as frequent phone conversations with parents has been to inform the parents of their child's progress and goals.

6. Are parents told how to help their children overcome specific problems?

   Yes. That is another purpose of the home visits.

TRAINING AND PERFORMANCE OF AIDES AND TEACHER

1. Does the teacher outline the educational tasks that will be used by aides?

   Yes. According to the aides she is very specific.

2. Does the teacher formulate and adhere to a daily schedule?

   Yes.

3. Does the teacher work with the teaching aides to help improve instruction?

   Yes.

4. Have the aides visited and observed programs at other centers?

   As part of their training they spent three days at a state university attending lectures and examining instructional materials. Also, during a seven day period at another educational institution they assumed the role of teacher and observed different age groups.

5. Is there any form of in-service training available to the aides?

   Other than informal discussions with the teacher the aides have attended no subsequent in-service sessions.

6. Is the performance of the aides regularly evaluated? Are they given feedback on their performance?

   The teacher has evaluated the aides three times. The feedback has been very informal.

SUPERVISION

1. What reports are required of teachers?

   Each aide is required to report to the teacher on the success of each child in their particular area of specialty. The school requires enrollment and attendence records.

2. How frequently has the project been visited? By whom?

   The project has been visited ten times; by the director (2), evaluator (2), supervisor (3), Mrs. Eymard (3) and is currently being visited daily by a team of psychologists who are testing the children.

3. Has the teacher ever requested the aid of a supervisor?

   No.

4. What is the role of the building principal in the supervision of the special project?

   The principal is responsible for the safety of the children. He assists the teacher in handling disciplinary action, discusses discipline problems with parents, and coordinates lunch, recess, transportation and school hours.

5. Does the teacher know to whom she is directly responsible?

   Yes.

6. Are formal (in writing) suggestions made by the supervisory staff?

   No.

7. Do supervisors provide demonstration teaching?

   No.

   Do they aid in planning curriculum?

   No.

RECOMMENDATIONS

Based on the results stated in the previous section, the following set of recommendations can be made.

PHYSICAL FACILITIES

Although the rooms are adequate in size and storage space, the housekeeping procedures, attractiveness and neatness of the rooms and the display of instructional bulletin boards are areas which all need a great deal of improvement. By developing a set of routine daily tasks, the various children could be responible for putting materials away, straightening up shelves, and sweeping the floor. Plants and animals could be obtained for the children to care for as well as learn from which would make the room more colorful and interesting. The storage spaces are labeled for the various materials so that the children may learn the use of these while keeping the room neat and orderly. All bulletin boards should be colorful and organized in such a way as to facilitate the learning of the children. They should be located at a height according to the average size of the children. Since concrete materials facilitates learning for these children, these bulletin boards should consist on concrete objects and materials easily manipulated by the youngsters. Functional signs as well as words and numbers should be displayed at all times so as to stimulate when necessary, discussion among the children.

The toilet facilities also present a problem for this program. A facility equipped with at least three stalls, three sinks, full and medium-sized mirrors and a training toilet should be constructed if not within the largest room then in the same end of the hall as all three rooms. This would eliminate a great deal of confusion and shuffling about of the children at various times of the day.

STUDENT PERFORMANCE

A well developed behavior modification program should be implemented using and providing for sets of instructional objectives formulated in behavioral terms for the various areas of instruction and baseline data in each child for each objective. When these objectives are satisfactorily achieved and the students' performances thus assessed, a new set of objectives with new baseline data should be formulated. The use of extinction, time out, and token reinforcement procedures as well as primary

positive immediate and social reinforcers should be used in each area throughout the program. Wherever and whenever possible, natural reinforcers such as extra recess time or privileges to play with the animal should give way to primary ones such as candy.

In emergency cases, conferences should be held among teacher, aides and supervisors immediately. Otherwise, case conferences in the form of staffings should be held bi-monthly so that each child's problems and progress and reassessment can be provided for at least once every six weeks.

Monthly evaluations by the teacher of the aides should also be implemented. Feedback should then be given to the aides in the form of constructive criticism or positive reinforcement depending on the job each was doing.

DIAGNOSIS

In regards to diagnosis and intake procedures, it would be advisable to incorporate a systematic set of screening, diagnosis and intake procedures. Included in this set should be written, formal statements describing past history of the child, teacher year end write ups on the learning progress and problems of each child stated in objective behavioral terms. Complete psychological work ups on each child would also be included. In terms of measurement of the social abilities of each child, a Cain-Levine Social Competency Scale should be administered to each child at the beginning and end of the school year. This Scale also provides a strong base for formulated behavioral objectives for each child to be incorporated in the teaching process. Daily behavioral anecdotal reports by teacher and aides should also be included in the child's folder to help the next year's teacher to more easily ascertain the particular behavior problems of each child. Each child's scores of M.A. from the I.T.P.A., Peabody and WISC should also be included in order that the teacher and aides can more easily group the children according to ability. Impressionistic and value-laden statements are now included in student folders. They should be removed. Only objective statements should be retained.

CURRICULUM

Numerous curriculum guidelines from a variety of states are available for use in programs for the trainable mentally retarded (refer to section on trainable programs). Basically the curriculum should include the areas of social adjustment and development, communication skills and language development, self-help and personal skills, physical development, perceptual motor development, simple reading writing and arithmetic skills,

music and arts and crafts. For older, adolescent, aged TMR home skills, elementary prevocational skills and child care skills should also be provided. Use of sequential programs such as the Fairbanks-Robinson for perceptual motor development on the DISTAR Program for language development should be incorporated.

Use of community resources such as museums, parks, post office, grocery stores, etc., should be incorporated with the program by means of numerous field trips scheduled throughout the school year.

Daily lesson plans and long term lesson plans are also necessary for a more successful functioning of the program.

A standard reporting procedure in the form of report cards and for objective behavioral assessment by the teacher and aides should be made available to the parents.

And in assigning students to groups, use should be made of the information provided by the psychological reports and other information in the student folder as well as informal assessment of the child's abilities by the teacher and aides.

MATERIALS

Materials, suggested in the list in Appendix B, according to curricular areas, would prove useful in the successful implementation of a program for the trainable mentally retarded.

These materials should be ordered and received prior to the beginning of each school year with provision made for the addition of other materials needed at various times throughout the school year.

Once received an inventory of each material should be compiled and the materials labeled and conveniently and neatly stored for teacher and student use. As supplemental to purchased instructional materials, broad use should be made of teacher made materials.

HOME SCHOOL RELATIONS

Forming a parent group would enable parents to become aware of the specific educational objectives of their child and to provide an opportunity for each parent to share and discuss the common problems of their children. By means of discussion, parents could learn from one another and from the teacher and aides various methods of modifying their childrens' behavior at home as well as some teaching techniques to help their children progress at a more rapid rate.

As part of the aides' initial and in-services training, several

sessions in the techniques of behavior modification such as time out, extinction, token reinforcement etc., should be demonstrated.

Workshops in arts and crafts and music as well as in the regular series of lectures and workshops in language development, perceptual-motor development and self-help skills should be included in the training and in-service.

Monthly feedback in the form of teacher evaluation of the aides should be provided so that the aides may correct or continue teaching methods and modifying techniques. Also, when necessary, daily discussions between the teacher and aides about current problems with the children should be continued.

Daily anecdotal reports prepared by the teacher should be given to the supervising teacher on a weekly basis. This would provide for a third person view on problems which could lead to various solutions otherwise not available to aides and teachers. Via the supervisor, demonstration teaching sessions in the form of in-service training could be arranged.

Appendix B

Item	Company	Cat. No.
For: Language Materials		
1. Distar Language Development Kit Level I	SRA 259 East Erie Chicago, Illinois 60611	
2. Peabody Language Development Kit Level P	American Guidance Publisher's Bldg. Circle Pines, Minnesota 55014	
3. Cassett Tape Recorder and Tapes		
For: Self Orientation and Social Development		
4. Dusco	Same as #2	
For: Mathematics		
1. Judy Deluxe Numberite	The Judy Co. 310 North Second St. Minneapolis, Minnesota 55401	209033
For: Music		
1. Rhythm Band Instruments	Developmental Learning Materials 7440 Natchez Avenue Niles, Illinois 60648	213
2. Learning Basic Skills Through Music Records Vol. 1 and Vol. 2	Educational Activities, Inc. Box 392 Freeport, New York 11520	
3. Piano		
4. Autoharp		

Item	Company	Cat. No.
For: Perceptual Development		
1. Fairbanks Robinson Perceptual Motor Development Kit Level I	Teaching Resources Corp. 100 Boylston Street Boston, Massachusetts 02116	
2. Colored Beads and Pattern Cards	Same as #1	82-130 82-135
3. Peg Board and Cards	Same as #1	82-170 82-175
4. Pathway School Program #1	Same as #1	15-100
5. Perceptual Bingo	Same as #1	35-110
6. Michigan Language Program	Ann Arbor Pub. 611 Church Street Ann Arbor, Michigan 48104	(Ask for a complimentary copy.)
7. Judy Clown Bean Bag Set	The Judy Co. 310 North Second St. Minneapolis, Minnesota 55401	409175
8. Wooden Puzzles	Same as #7	
For: Practical Skills		
1. Judy Playtrays Currency Set	The Judy Co. 310 North Second Minneapolis, Minnesota 55401	612803
2. Judy Food Set	Same as #1	612801
3. Judy Clothing Set	Same as #1	612805
4. Judy Clock	Same as #1	209040
5. Judy Calendar	Same as #1	204055

Item	Company	Cat. No.
For: Practical Skills (con'd.)		
6. Coin Stamps	Developmental Learning Materials 7440 North Natchez Niles, Illinois 60648	258
7. Old Stove		
8. Old Refrigerator		
9. Old Vacuum Cleaner		
10. Old Table and Chairs		
11. Pot, Pans, Dishes, Silverware		
12. Old Washer, Dryer		
13. Iron and Ironing Board		
14. Broom, Dust Pan		
15. Bed		
16. Hammer, Nails, Screwdriver, Screws, Saw, Wrench		
For: Self-Care		
1. Eta Best Vests	ETA Division A. Paigger and Co. 159 West Kinzie Chicago, Illinois 60610	9A, 10A, 11A, 12A, 15A, 16A

Item	Company	Cat. No.
For: Self-Care (cont'd.)		
2. Toothbrushes and Toothpaste		
3. Comb and Brushes		
4. Full Length Mirror		
6. First Aid Supplies		
7. Wash Cloths and Towels		
8. Training Toilet		
9. Bath Tub		
10. Soap		
11. Nail File		
For: Physical Coordination		
1. Jump Ropes		
2. Large Rubber Balls, Small Tennis Balls		
3. Basketball Net		
4. Bat and Ball		
5. Balance Beam	A. Daigger Co. 159 West Kinzie Chicago, Illinois 60610	1050

Item	Company	Cat. No.
For: Physical Coordination (cont'd.)		
6. Jungle Gym	Same as #5	1071
7. Balance Board	Same as #5	1052
8. Swing Set		
Miscellaneous		
1. Animals for pets (fish, bird, turtle, gerbels, rabbit)		
2. 6' X 8" Wooden Box for planting a garden		
3. Watering Can		
4. Arts and Craft Supplies		
5. Record Player and Records		
6. Music Activities for Retarded Children by Ginglend and Stiles copyright 1965	Abingdon Press Nashville, New York	